Core intent of the subject at key stage 3

"Drama is not simply a subject, but also - more importantly a creative art form in its own right and a learning tool. Furthermore drama is one of the key ways in which children gain an understanding of themselves and others, can gain confidence in themselves as decision makers and problem-solvers, can learn to function collaboratively and explore - within a supportive framework - not only a range of human feelings, but also a whole spectrum of social situations and/or moral dilemmas."

Our Aims:
- To develop understanding and communication within the form of Drama.
- To develop an awareness of the diverse social, historical and cultural contexts of Drama.
- To develop knowledge and understanding of the processes involved in devising (improvisation) and approaching a text through practical application.
- To introduce and gain knowledge of a range of theatre skills that are used in presenting a piece of theatre; i.e. make-up, lighting, props, etc..
- To enable and develop skills of co-operation, understanding and comprehension of ideas.

Every pupil is entitled to work creatively and explore areas that interest them, both ‘in’ and ‘through’ the medium of Drama. It is vital to SMSC and has many links to Citizenship attainment targets within the National Curriculum. Drama is a subject that is accessible to all.

SMSC links to all units – 1 Spiritual Development, a, b,c,d. 3 Social development a, b 4 Cultural development

Assessment

Assessment and self-evaluation will be fluid as the students will be encouraged to become reflective practitioners. Teacher assessment will inform planning in the cycle of plan, do and review. Students will receive formative feedback throughout their learning experience and a summative grade at the end of the specific units of learning.

Homework

Homework will support the learning in class; consolidation, lesson preparation and extended research.

Clubs and/or intervention

Drama club is encouraged at all Key Stages. Other extra-curricular opportunities include Musical theatre Club, Dance Clubs and annual school productions. Students are encouraged to see as much Live Theatre as possible to support their learning.

Parental/Carer support

Helpful sources of information
https://www.bbc.com/bitesize/subjects/zbckjxs
### Year 7 Overview
#### 2019-2020

<table>
<thead>
<tr>
<th>Term</th>
<th>Knowledge</th>
<th>Assessment</th>
<th>Connections to learning</th>
<th>Connections to future pathways</th>
</tr>
</thead>
</table>
| Autumn| - To understand what is drama; trust and co-operation in drama; rules for performance  
- Basic performance skills (vocals, physicality)  
- Methods of evaluation  
- Basic drama techniques (mime, freeze, improvisation, thought tracking) | - Group, solo, pair demonstrations  
- Practical group assessment (formative verbal feedback)  
- Peer and self-assessment (Students are encouraged to become reflective practitioners evaluating the success of their work as it progresses)  
- Retrieval practice using Kos | - To introduce drama as an art form  
- Pupils will develop social skills and build relationships within the group  
- Allows for a baseline assessment and to plan for their pathway appropriately  
- RSE 2: Respectful relationships a | Careers  
- Creative Industries  
- Transferable skills  
Future Learning  
- Links to GCSE, BTEC and A Level – Performance Skills  
- Performance based courses |
From Page to Stage: ‘Charlie and the Chocolate Factory’ script

To enable teachers to assess students ability to interpret texts for performance. To develop contextual knowledge of historical and contemporary works with contextual links and understand that Performance texts have been at the core of drama since the inception of theatre

- To understand script work in performance
- To develop knowledge of script conventions (plot, structure, narrative, role, characterisation, genre, set, blocking, Subtext)
- How to amend and refine work
- To develop empathy skills, as they consider different characters and develop methods of communicating ideas and themes.

- This unit will lead to a final formal assessment using GCSE 1-9 criteria with a summative written comment from the teacher. Students will perform in groups but be assessed as individuals. A summative grade will be given for GCSE forecast.
  - As the unit progresses, formative assessment will be on-going with verbal feedback
  - Peer and self-assessment will be used every lesson
  - KOs will be used to develop theoretical knowledge and in retrieval practice
  - Celebration and sharing of successful work and outcomes – OSCAR awards given

- Building on or giving knowledge to students from their previous knowledge either from English lessons or primary school
  - The ability to interpret a script for performance is an essential skill that will be used through KS3, 4 and 5.
  - The students will understand the process of using a script to inspire their own creative outcome.
  - The theoretical contextual knowledge of the script will be applied in a practical form – KOs will be used to develop theoretical knowledge and in retrieval practice.

Careers
- Performance based courses
- Creative Industries
- Transferable skills
- Director
- Performer
- Designer
- Script writer

Future Learning
- Links to GCSE, BTEC and A Level – Performance Skills and written exam

Spring

Introduction to Devising
### Inuit Story (Based on Skeleton Woman an Inuit Legend (from Women who run with Wolves by Clarissa Pinkola Estes))

To enable teachers to assess students' ability to explore a stimulus in order to create original performance pieces - Devising is essential for the development of new theatre and performance; it allows for personal development and exploration.

- To understand different forms of communication in drama and everyday life;
- To look at Inuit fables in relation to storytelling;
- To understand and practically use the drama strategies of still image, improvisation, thought tracking, mime, key role taking, teacher/pupil in role, hot seating, occupational mime and physical theatre.

- Assessment will focus on three key areas:
  1. Creating and developing ideas
  2. Performance
  3. Analysis and evaluation
    - Group, solo, pair demonstrations
    - Practical group assessment (formative verbal feedback)
    - Peer and self-assessment (Students are encouraged to become reflective practitioners evaluating the success of their work as it progresses)

- Developing an understanding of how to devise (create original work) is an essential skill that will be used through KS3, 4 and 5
- K&U of explorative strategies and theatrical conventions that can be applied to devising work links to GCSE, BTEC and A Level specs.

<table>
<thead>
<tr>
<th>Career</th>
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</thead>
<tbody>
<tr>
<td>Performer</td>
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<tr>
<td>Writer</td>
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<tr>
<td>Director</td>
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<tr>
<td>Designer</td>
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<tr>
<td>Creative Industries</td>
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<tr>
<td>Transferrable skills</td>
</tr>
</tbody>
</table>

### Future Learning
- Links to GCSE and A Level performance Skills

### From Page to Stage 2: Script Work ‘Return to the City’

To further develop students' ability to interpret texts for performance.

- To develop contextual knowledge of historical and contemporary works with contextual links and understand that Performance texts have been at the core of drama since the inception of theatre. To introduce theatre makers (Lighting, Sound, Set, Costume)

- To understand issues and themes surrounding World War Two in relation to evacuees
- To explore and develop script work
- To develop knowledge of script conventions (plot, structure, narrative, role, characterisation, genre, set, blocking, Subtext)
- How to amend and refine work

- To fall during Y7 exam time
- This unit will lead to a final formal assessment using GCSE 1-9 criteria with a summative written comment from the teacher.
- Students will perform in groups but be assessed as individuals. A summative grade will be given for GCSE forecast.

- Building on or giving knowledge to students from their previous Page to Stage unit
- The ability to interpret a script for performance is an essential skill that will be used through KS3, 4 and 5.
- The students will understand the process of using a script to inspire their own creative outcome.
- The theoretical contextual knowledge of the script will be applied in a practical form – KOs will be used to develop theoretical knowledge and in retrieval practice.

<table>
<thead>
<tr>
<th>Careers</th>
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<tbody>
<tr>
<td>Performer</td>
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<tr>
<td>Director</td>
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<tr>
<td>Writer</td>
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<tr>
<td>Designer</td>
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<tr>
<td>Researcher</td>
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<tr>
<td>Historian</td>
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<tr>
<td>Lighting designer</td>
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<tr>
<td>Sound Designer</td>
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<td>Set Designer</td>
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<tr>
<td>Costume Designer</td>
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<tr>
<td>Stage Manager</td>
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<tr>
<td>Creative Industries</td>
</tr>
</tbody>
</table>
Devising 2: Theatre in Education – Transition project including Mask work

Devising is essential for the development of new theatre and performance; it allows for personal development and exploration

**Summe 1**
- To understand the genre of Theatre in Education;
- To explore mime and movement techniques in relation to mask;
- To work within a variety of roles and situations;
- To look at different perspectives;
- To understand the following characteristics of dramatic work including genre, structure, character, form, style, and language;
- To understand how meaning is communicated and interpreted through:
  - Assessment will focus on three key areas:
    1. Creating and developing ideas
    2. Performance
    3. Analysis and evaluation
    - Group, solo, pair demonstrations
    - Practical group assessment (formative verbal feedback)
    - Peer and self-assessment (Students are encouraged to become reflective practitioners evaluating the success of their work as it progresses)

- Building on developing an understanding of how to devise (create original work) is an essential skill that will be used through KS3, 4 and 5
- K&U of explorative strategies and theatrical conventions that can be applied to devising work links to GCSE, BTEC and A Level specs
- Further development of Theory skills – genres and styles of theatre (Mask and TIE) & key practitioners
- Development of performance skills
- RSE 2: Respectful relationships a, e

**Future Learning**
- Links to GCSE and A Level – Performance work & written exam

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**Careers**
- Mask maker
- Writer
- Performer
- Education based careers
- Creative Industries

**Future Learning**
- Links to GCSE and A Level – Devising

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- To develop empathy skills, as they consider different characters and develop methods of communicating ideas and themes
- To develop theatre makers for Lighting, Sound, Set, Costume
- As the unit progresses, formative assessment will be on-going with verbal feedback
- Peer and self-assessment will be used every lesson
- KOs will be used to develop theoretical knowledge and in retrieval practice
- Celebration and sharing of successful work and outcomes – OSCAR awards given

---

- To understand the genre of Theatre in Education;
- To explore mime and movement techniques in relation to mask;
- To work within a variety of roles and situations;
- To look at different perspectives
- To understand the following characteristics of dramatic work including genre, structure, character, form, style, and language

---

- Building on developing an understanding of how to devise (create original work) is an essential skill that will be used through KS3, 4 and 5
- K&U of explorative strategies and theatrical conventions that can be applied to devising work links to GCSE, BTEC and A Level specs
- Further development of Theory skills – genres and styles of theatre (Mask and TIE) & key practitioners
- Development of performance skills
- RSE 2: Respectful relationships a, e

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- To develop theatre makers for Lighting, Sound, Set, Costume
- As the unit progresses, formative assessment will be on-going with verbal feedback
- Peer and self-assessment will be used every lesson
- KOs will be used to develop theoretical knowledge and in retrieval practice
- Celebration and sharing of successful work and outcomes – OSCAR awards given

---

- As the unit progresses, formative assessment will be on-going with verbal feedback
- Peer and self-assessment will be used every lesson
- KOs will be used to develop theoretical knowledge and in retrieval practice
- Celebration and sharing of successful work and outcomes – OSCAR awards given

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- Future Learning
- Links to GCSE and A Level – Performance work & written exam

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- Future Learning
- Links to GCSE and A Level – Devising

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- Future Learning
- Links to GCSE and A Level – Devising
## Year 8 Overview

### 2019-2020

<table>
<thead>
<tr>
<th>Term</th>
<th>Learning Objectives</th>
<th>Assessment</th>
<th>Connections to learning</th>
<th>Connections to future pathways</th>
</tr>
</thead>
<tbody>
<tr>
<td>Autumn</td>
<td>To introduce Shakespeare – context and language</td>
<td>To fall during Y7 exam time.</td>
<td>Building on or giving knowledge to students from their previous Page to Stage unit</td>
<td>Careers</td>
</tr>
<tr>
<td></td>
<td>To develop off text exploration</td>
<td>This unit will lead to a final formal assessment using GCSE 1-9 criteria with a summative written comment from the teacher.</td>
<td>The ability to interpret a script for performance is an essential skill that will be used through KS3, 4 and 5.</td>
<td>Performer</td>
</tr>
<tr>
<td></td>
<td>To develop further page to stage skills</td>
<td>Students will perform in groups but be assessed as individuals.</td>
<td>The students will understand the process of using a script to inspire their own creative outcome.</td>
<td>Director</td>
</tr>
<tr>
<td></td>
<td>To develop design knowledge and understanding</td>
<td>A summative grade will be given for GCSE forecast.</td>
<td>The theoretical contextual knowledge of the script will be applied in a practical form – KOs will be used to develop theoretical knowledge and in retrieval practice.</td>
<td>Designer</td>
</tr>
<tr>
<td></td>
<td>To develop knowledge of script conventions (plot, structure, narrative, role, characterisation, genre, set, blocking, Subtext)</td>
<td>As the unit progresses, formative assessment will be on-going with verbal feedback</td>
<td>Future Learning</td>
<td></td>
</tr>
<tr>
<td></td>
<td>How to amend and refine work</td>
<td>Peer and self-assessment will be used every lesson</td>
<td>Links to GCSE and A Level Performance &amp; theory Skills - A Level set text</td>
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<tr>
<td></td>
<td>To develop empathy skills, as they consider different characters and develop methods of</td>
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</tbody>
</table>

### From Page to Stage: Script work

**The Tempest exploration**

To further develop students’ ability to interpret texts for performance. To develop contextual knowledge of historical and contemporary works with contextual links and understand that Performance texts have been at the core of drama since the inception of theatre. To further develop knowledge of different theatre makers (Lighting, Sound, Set, Costume).
<table>
<thead>
<tr>
<th>Spring</th>
<th>Genres and styles of theatre (Horror, Naturalism, Greek Theatre)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>To teach performance disciplines and styles in order to understand the requirements of being a performer and/or designer across a range of performances and performance styles</td>
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<tr>
<td></td>
<td>To introduce a range of styles and genres of theatre</td>
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<td></td>
<td>To understand communication and storytelling</td>
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<td></td>
<td>To use improvisation skills to explore key concepts of the genre</td>
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<td></td>
<td>To understand the role of a performer and or designer</td>
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<tr>
<td></td>
<td>See below – on-going formative assessment then a formal final assessment of final performance</td>
</tr>
<tr>
<td></td>
<td>GCSE Grade generated</td>
</tr>
<tr>
<td></td>
<td>Building on developing an understanding of how to devise (create original work) is an essential skill that will be used through KS3, 4 and 5</td>
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<tr>
<td></td>
<td>K&amp;U of explorative strategies and theatrical conventions that can be applied to devising work links to GCSE, BTEC and A Level specs</td>
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<tr>
<td></td>
<td>Further development of Theory skills – genres and styles of theatre (Greek Theatre, Soap Opera and Naturalism, Horror Genre) &amp; key practitioners</td>
</tr>
<tr>
<td></td>
<td>Careers</td>
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<tr>
<td></td>
<td>Performer</td>
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<td>Director</td>
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<td></td>
<td>Stage Manager</td>
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<tr>
<td></td>
<td>Creative Industries</td>
</tr>
</tbody>
</table>

| communicating ideas and themes; |
| To develop theatre makers for Lighting, Sound, Set, Costume |
| KOs will be used to develop theoretical knowledge and in retrieval practice |
| Celebration and sharing of successful work and outcomes – OSCAR awards given |

### The Tempest – final performance Assessment

To assess students’ performance and design skills

- To understand how to work towards a final assessment – learning lines, making directorial decisions

As above

As above

As above

- To introduce a range of styles and genres of theatre
- To understand communication and storytelling
- To use improvisation skills to explore key concepts of the genre
- To understand the role of a performer and or designer
- See below – on-going formative assessment then a formal final assessment of final performance
- GCSE Grade generated
- Building on developing an understanding of how to devise (create original work) is an essential skill that will be used through KS3, 4 and 5
- K&U of explorative strategies and theatrical conventions that can be applied to devising work links to GCSE, BTEC and A Level specs
- Further development of Theory skills – genres and styles of theatre (Greek Theatre, Soap Opera and Naturalism, Horror Genre) & key practitioners

Careers
- Performer
- Director
- Writer
- Designer
- Researcher
- Historian
- Lighting designer
- Sound Designer
- Set Designer
- Costume Designer
- Stage Manager
- Creative Industries
<table>
<thead>
<tr>
<th>Development of performance skills</th>
<th>Historical context of where theatre comes from</th>
<th>Future Learning</th>
</tr>
</thead>
<tbody>
<tr>
<td>SMSC 4: Cultural development a, d</td>
<td></td>
<td>Links to GCSE and A Level – Performance work &amp; written exam</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Links to Greek theatre &amp; Naturalism taught at GCSE and A Level</td>
</tr>
</tbody>
</table>

**Devised Project**

To enable teachers to assess students’ ability to reproduce repertoire or responding to Stimuli.
To teach the process that underpins effective ways of working in the Performing Arts, such as development of ideas, rehearsal and performance.

- To develop devising skills, looking at different approaches, styles, planning and research.
- To understand target audience and communicating to such an audience appropriately.
- Assessment will focus on three key areas:
  1. Creating and developing ideas
  2. Performance
  3. Analysis and evaluation
  - Group, solo, pair demonstrations
  - Practical group assessment (formative verbal feedback)
  - Peer and self-assessment
  - Students are encouraged to become reflective practitioners evaluating the success of their work as it progresses.
- Develops improvisation skills learnt in Y7
- Develops an understanding of explorative strategies and theatrical conventions that can be applied to devising work (links to GCSE and A Level spec)
- Develops design skills

| As above |

**From Page to Stage Script work ‘Blood Brothers’ by Willy Russell**

To teach existing performance material in acting, dance or musical theatre and how they may respond to or treat a particular theme or issue, how they use/interpret/modify a pre-existing style, and how they communicate ideas to their audience through stylistic qualities. To give students an insight into how texts may be brought to life for an audience and the creative roles within this process.

- To introduce context, character plot, themes and language
- This unit will lead to a final formal assessment using GCSE 1-9 criteria with a
- Building on or giving knowledge to students from their previous Page to Stage unit

<table>
<thead>
<tr>
<th>Careers</th>
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<tbody>
<tr>
<td>Performer</td>
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<tr>
<td>Writer</td>
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<tr>
<td>To develop off-text exploration</td>
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<tr>
<td>---------------------------------</td>
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<tr>
<td>summative written comment from the teacher.</td>
</tr>
<tr>
<td>Students will perform in groups but be assessed as individuals.</td>
</tr>
<tr>
<td>A summative grade will be given for GCSE forecast.</td>
</tr>
<tr>
<td>Peer and self-assessment will be used every lesson</td>
</tr>
<tr>
<td>KOs will be used to develop theoretical knowledge and in retrieval practice</td>
</tr>
<tr>
<td>Written GCSE style questions will be set for homework to develop analysis and evaluation skills and the ways in which different performance and production elements are brought together to create theatre</td>
</tr>
<tr>
<td>Celebration and sharing of successful work and outcomes – OSCAR awards given</td>
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<tr>
<td>Future Learning</td>
</tr>
</tbody>
</table>

**Year 9 Overview**

**2019-2020**
<table>
<thead>
<tr>
<th>Term</th>
<th>Learning Objectives</th>
<th>Assessment</th>
<th>Connections to learning</th>
<th>Connections to future pathways</th>
</tr>
</thead>
</table>
| **Autumn** | ➢ To explore idea of cause and effect in relation to Anti-Social behaviour;  
➢ To work in role and look at different perspectives and effects on local community.  
➢ To use poetry to explore and develop a range of skills and dramatic strategies  
➢ To develop devising skills, looking at different approaches, styles, planning and research.  
➢ To understand target audience and communicating to such an audience appropriately | ➢ Group, solo, pair demonstrations  
➢ Practical group assessment (formative verbal feedback)  
➢ Peer and self-assessment (Students are encouraged to become reflective practitioners evaluating the success of their work as it progresses) | ➢ HE 1 Mental Wellbeing d  
➢ RSE 2 Respectful relationships c,f  
➢ SMSC 2 Moral development a, c  
➢ BV b,e,f | Careers  
➢ Performer  
➢ Writer  
➢ Director  
➢ Police Detective  
➢ Criminal Psychologist  
➢ Counsellor  
➢ Social worker  
Future Learning  
➢ Links to GCSE, Tech Award, A Level devising work |

**Exploring a Stimulus through Themes – ASBO**

To enable teachers to assess students’ ability to respond to Stimuli. To teach the process that underpins effective ways of working in the Performing Arts, such as development of ideas, rehearsal and performance

**From Page to Stage: ASBO script assessment**

To give students an insight into how texts may be brought to life for an audience and the creative roles within this process

➢ To understand context, character plot, themes and language  
➢ To develop off-text  
➢ This unit will lead to a final formal assessment using GCSE 1-9 criteria with a summative written comment from the teacher.  
➢ Building on or giving knowledge to students from their previous Page to Stage unit  
➢ The ability to interpret a script for performance is an essential skill that will be used through KS3, 4 and 5 –  
➢ As above
| Exploration | Students will perform in groups but be assessed as individuals. A summative grade will be given for GCSE forecast. | Blood Brothers is often used as a set text for practical exam/BTEC work and or Live Theatre if touring. The students will understand the process of using a script to inspire their own creative outcome. The theoretical contextual knowledge of the script will be applied in a practical form – KOs will be used to develop theoretical knowledge and in retrieval practice. |

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### Genres and styles of theatre (Commedia dell’arte, Frantic Assembly, Brecht)

To teach performance disciplines and styles in order to understand the requirements of being a performer and/or designer across a range of performances and performance styles

| Spring | To introduce a range of styles and genres of theatre | See below – on-going formative assessment then a formal final assessment of final performance. GCSE Grade generated | Building on developing an understanding of how to devise (create original work) is an essential skill that will be used through KS3, 4 and 5 K&U of explorative strategies and theatrical conventions that can be applied to devising work links to GCSE, BTEC and A Level specs Further development of Theory skills – genres and styles of theatre (Commedia Dell’arte, Frantic Assembly, Brecht & non-naturalism, & key practitioners Development of performance skills Historical context of where theatre comes from |

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### Careers

- Performer
- Director
- Writer
- Designer
- Researcher
- Historian
- Lighting designer
- Sound Designer
- Set Designer
- Costume Designer
- Stage Manager
- Creative Industries

### Future Learning

- Links to GCSE and A Level – Performance work & written exam
- Links to Greek theatre & Naturalism taught at GCSE and A Level
### Devised project
To enable teachers to assess students’ ability to reproduce repertoire or responding to Stimuli. To teach the process that underpins effective ways of working in the Performing Arts, such as development of ideas, rehearsal and performance

- To develop devising skills, looking at different approaches, styles, planning and research.
- To understand target audience and communicating to such an audience appropriately

- Assessment will focus on three key areas:
  1. Creating and developing ideas
  2. Performance
  3. Analysis and evaluation
     - Group, solo, pair demonstrations
     - Practical group assessment (formative verbal feedback)
     - Peer and self-assessment (Students are encouraged to become reflective practitioners evaluating the success of their work as it progresses)

- Develops improvisation skills learnt in Y7
- Develops an understanding of explorative strategies and theatrical conventions that can be applied to devising work (links to GCSE and A Level spec)
- Develops design skills
- SMSC 4: Cultural development

As above

### Theatre Makers in Practice ‘DNA’ by Dennis Kelly
To teach existing performance material in acting, dance or musical theatre and how they may respond to or treat a particular theme or issue, how they use/interpret/modify a pre-existing style, and how they communicate ideas to their audience through stylistic qualities. To give students an insight into how texts may be brought to life for an audience and the creative roles within this process

- To introduce context, character plot, themes and language
- To develop off-text exploration
- To develop further page to stage skills

- This unit will lead to a final formal assessment using GCSE 1-9 criteria with a summative written comment from the teacher
- Students will perform in groups but be assessed as individuals.

- Building on or giving knowledge to students from their previous Page to Stage units
- The ability to interpret a script for performance is an essential skill that will be used through KS3, 4 and 5 – DNA is a GCSE set text and students can prepare for KS4i exam/BTEC work.

Careers
  - Performer
  - Writer
  - Director
  - Designer
  - Police Detective
  - Scientist
  - Criminal Psychologist
  - Counsellor
| To develop design knowledge and understanding | A summative grade will be given for GCSE forecast. | The students will understand the process of using a script to inspire their own creative outcome. |
| To develop written drama skills (analysis and evaluation skills) | As the unit progresses, formative assessment will be on-going with verbal feedback. | The theoretical contextual knowledge of the script will be applied in a practical form – KOs will be used to develop theoretical knowledge and in retrieval practice. |
| | Peer and self-assessment will be used every lesson. | GCSE style written exam questions to be assessed using spec criteria. |
| | KOs will be used to develop theoretical knowledge and in retrieval practice. | RSE 2 Respectful relationships c, |
| | Written GCSE style questions will be set for homework to develop analysis and evaluation skills and the ways in which different performance and production elements are brought together to create theatre. | SMSC 2: Moral development a |
| | Celebration and sharing of successful work and outcomes – OSCAR awards given. | HE 1 Mental Wellbeing d |

Future Learning
- Links to GCSE – set text, Tech Award work.